|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Indicator** | **Week 18**  (Jan 15 to the 18th) | **Week 19**  (Jan 21 to the 25th) | **Week 20**  **(Jan 28th to Feb the 1st)** | **Week 21**  **(Feb 4 to the 8th)** | **Week 22**  **(Feb 12th to the 15th)** | **Week 23**  **(Feb 18th to 22nd)** |  |
| -Shows understanding by following more complex classroom instructions |  | -Game following instructions |  |  |  | Play “simon says” to practice following instructions during circle time. |  |
| -Listens to and recognizes words in sentences, in poems, rhymes, tongue-twisters and songs  -Uses simple phrases in context to communicate, applying new vocabulary (answers WH questions showing understanding).  -Identifies the meaning of images, logos and familiar signs found in illustrations, picture books, reference books and stories.  -Identifies some of the elements of a story (characters-setting).  -Makes connections between personal experience and story book characters.  -Reads and understands high frequency words. | -**Shared reading**  Jump Frog Jump  -Interactive chart  This old man  Part 1 | **Shared reading**  Jump Frog Jump  -Interactive chart  This old man  Part II | **Stations:**  Dramatize Jump Frog Jump  Choose an interactive chart worked to retell  Finish the setting of the story Jump Frog Jump by cutting and pasting the characters drawn as homework assignment on the setting drawn on the cardboard. | **Stations:**  Shared reading  “What do you see?”  Interactive chart “this old man”  (6 to 10)  Sounds booklet  Computer “Starfall” | **Stations:**  **Shared reading**  “What do you see?”  Computer “ORT books  B. sounds booklet (D)  Writing Cards | **Stations:**  **-Interactive chart**  **(chosen poem or song for assembly)**  **-Head phones with cd stories**  **-Link B.sounds**  [**http://professorgarfield.org/Phonemics/chickenCoop.html**](http://professorgarfield.org/Phonemics/chickenCoop.html)  **-Writing (cards)** |  |
| -Recognizes some ending sounds in poems, rhymes, tongue-twisters and songs.  -Gives examples of words with the ending sounds requested  -Reads and understands high frequency words. | -Phonemic awareness with Fabio  -Diff. reading  -Gross Motor skills | -Phonemic awareness with Fabio  -Diff. reading -Gross Motor skills | -Phonemic awareness with Fabio  -Diff. reading  -Gross Motor skills | -Phonemic awareness with Fabio  -Diff. reading  -Gross Motor skills | Phonemic awareness with Fabio  -Diff. reading  -Gross Motor skills | Phonemic awareness with Fabio  -Diff. reading  -Gross Motor skills |  |
| Identifies the meaning of images, logos and familiar signs found in illustrations, picture books, reference books and stories. |  |  |  | - | -Visual text act. | **Expert Alma (Pendiente from last week)** |  |
| Writes assigning meaning to messages. (Phase 1) (Cards) |  | Writing class 1  (Introduce cards) |  |  |  | See stations above. |  |